



Alexander Elementary

1601 W. Bramlett Road
Greenville, South Carolina

Grades	PK-5 Elementary School	
Enrollment	391 Students	
Principal	Leda Young	864-355-1000
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Megan Hickerson	864-288-8363

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Below Average	Below Average
2008	At-Risk	At-Risk
2007	At-Risk	At-Risk
2006	Below Average	At-Risk
2005	Below Average	Below Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

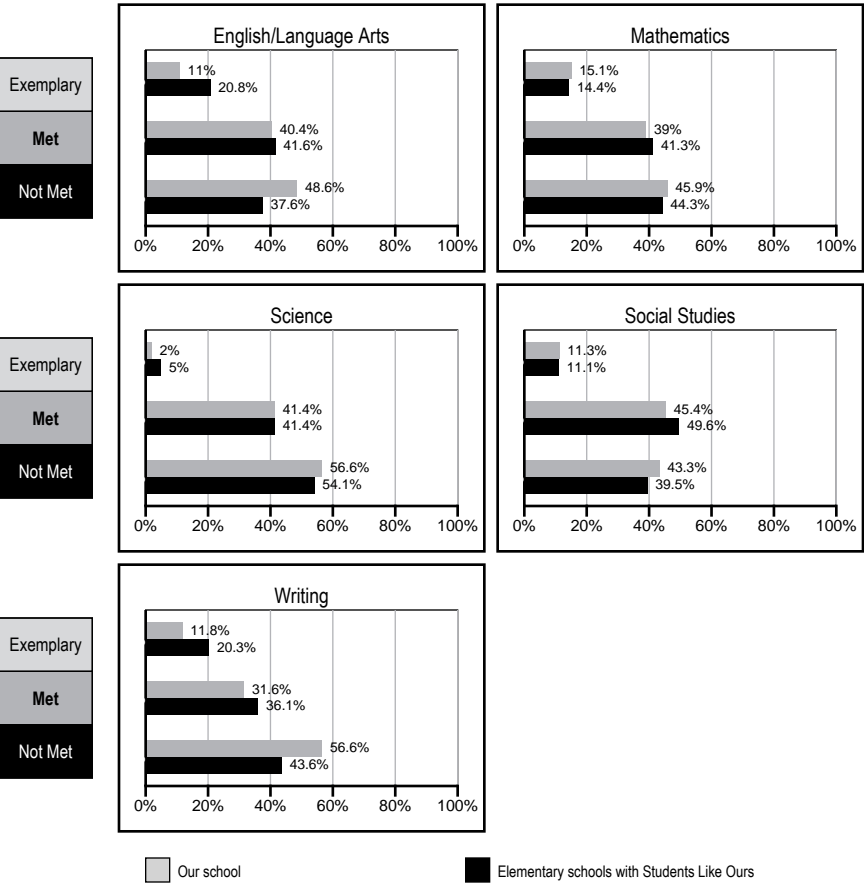
100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	2	39	44	27

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=391)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.8%	Down from 1.1%	2.4%	1.9%
Attendance rate	95.6%	Down from 96.0%	96.0%	96.3%
Eligible for gifted and talented	2.8%	Up from 1.6%	2.8%	10.0%
With disabilities other than speech	13.3%	Up from 12.0%	7.4%	7.7%
Older than usual for grade	1.0%	Down from 1.7%	1.2%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.3%	No Change	0.0%	0.0%
Teachers (n=31)				
Teachers with advanced degrees	61.3%	Up from 58.1%	55.9%	59.4%
Continuing contract teachers	77.4%	No Change	70.6%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	86.5%	Up from 85.0%	80.8%	85.9%
Teacher attendance rate	94.0%	Down from 96.9%	95.2%	95.1%
Average teacher salary*	\$45,710	Up 6.4%	\$45,444	\$47,149
Professional development days/teacher	29.7 days	Up from 9.0 days	10.8 days	11.1 days
School				
Principal's years at school	3.0	Up from 2.0	2.0	4.0
Student-teacher ratio in core subjects	17.0 to 1	Up from 15.6 to 1	16.3 to 1	18.8 to 1
Prime instructional time	89.3%	Down from 90.9%	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 98.3%	100.0%	100.0%
Character development program	Average	Down from Good	Excellent	Excellent
Dollars spent per pupil**	\$8,320	Down 7.2%	\$8,899	\$7,458
Percent of expenditures for instruction**	67.7%	Up from 66.4%	68.4%	68.8%
Percent of expenditures for teacher salaries**	64.2%	Up from 63.8%	61.9%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

Alexander Elementary School continues to promote our mission of high academic achievement for all students. We believe that excellence is an attitude. With the support of volunteers from business, civic, and education communities, we are able to meet the needs of a diverse student population.

Alexander Elementary is accredited by the Southern Association of Colleges and Schools and the South Carolina Department of Education. The school has an "All Clear" rating. There are many strengths of the school: Promethean Boards and desktop computers in all instructional settings; a focus on data use for students and staff; and a commitment to parent education and parent involvement.

Parent conferences are held quarterly. Parents attend monthly "Lunch and Learn" workshops on a variety of topics. English classes are offered at Alexander to non-English speaking parents to bridge the communication gap between home and school. Additionally, parents are involved in the development of our school wide Title I plan.

Alexander received an "Unsatisfactory" Report Card Rating for 2007–2008. The students met 14 out of 23 objectives for "Annual Yearly Progress" (AYP). Our school has not made AYP for the last three years, thus placing Alexander in School Improvement. This school year we developed a Focused School Renewal Plan with goals in ELA, Math and Science. Using MAP data to measure our progress, we successfully met all three goals.

We are proud to have such a dedicated team of students, parents, community leaders, faculty, and staff, who work together to make Alexander Elementary Soar High!

Leda Young, Principal
Melvin McDaniel, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	31	44	24
Percent satisfied with learning environment	96.8%	100.0%	100.0%
Percent satisfied with social and physical environment	93.5%	86.0%	83.3%
Percent satisfied with school-home relations	77.4%	97.6%	87.0%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress	NO
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This school met 19 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	CA
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.8%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.6%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	160	99.4	48.6	40.4	11	66.4	84	82.8	Yes	Yes
Gender										
Male	88	98.9	54.3	38.3	7.4	59.3	80.8	79.3	N/A	N/A
Female	72	100	41.5	43.1	15.4	75.4	87.4	86.5	N/A	N/A
Racial/Ethnic Group										
White	38	100	48.6	45.7	5.7	68.6	89.5	89.5	I/S	I/S
African American	61	100	42.9	46.4	10.7	73.2	72.7	73.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	93	92.3	I/S	I/S
Hispanic	59	98.3	54.7	32.1	13.2	58.5	74.8	76.5	No	Yes
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	91.2	82.5	I/S	I/S
Disability Status										
Disabled	27	100	N/AV	N/AV	N/AV	28	52.5	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	50	98	55.3	29.8	14.9	57.4	74.5	75.1	No	Yes
Socio-Economic Status										
Subsided meals	159	99.4	49	40	11	66.2	74.4	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	160	100	45.9	39	15.1	65.1	80.9	78.9	Yes	Yes
Gender										
Male	88	100	54.3	29.6	16	60.5	79.6	77	N/A	N/A
Female	72	100	35.4	50.8	13.8	70.8	82.2	80.9	N/A	N/A
Racial/Ethnic Group										
White	38	100	45.7	45.7	8.6	65.7	87	87.2	I/S	I/S
African American	61	100	44.6	44.6	10.7	64.3	66.3	66.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	94.3	93	I/S	I/S
Hispanic	59	100	47.2	28.3	24.5	66	75.3	76	Yes	Yes
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	86.8	79.5	I/S	I/S
Disability Status										
Disabled	27	100	84	12	4	28	48.1	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	50	100	48.9	29.8	21.3	66	76.2	76.1	Yes	Yes
Socio-Economic Status										
Subsided meals	159	100	46.2	39.3	14.5	64.8	70.5	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	108	100	56.6	41.4	2	43.4	71.3	67.5
Gender								
Male	53	100	62	36	2	38	70.8	67
Female	55	100	51	46.9	2	49	71.8	68
Racial/Ethnic Group								
White	25	100	N/AV	N/AV	N/AV	59.1	79.5	79.5
African American	44	100	N/AV	N/AV	N/AV	35	53	50.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	86.9	84.3
Hispanic	38	100	58.3	36.1	5.6	41.7	61.1	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	88.4	71.2
Disability Status								
Disabled	18	100	N/AV	N/AV	N/AV	18.8	39.1	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	33	100	61.3	32.3	6.5	38.7	60.4	59.6
Socio-Economic Status								
Subsided meals	108	100	56.6	41.4	2	43.4	57.5	55.1

Social Studies								
All Students	107	100	43.3	45.4	11.3	56.7	75.7	72.3
Gender								
Male	62	100	48.2	42.9	8.9	51.8	75.1	71.5
Female	45	100	36.6	48.8	14.6	63.4	76.3	73.2
Racial/Ethnic Group								
White	26	100	37.5	50	12.5	62.5	81.7	80.7
African American	38	100	54.3	40	5.7	45.7	61.5	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	88	88.5
Hispanic	42	100	35.1	48.6	16.2	64.9	69	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	78	72.2
Disability Status								
Disabled	18	100	72.2	22.2	5.6	27.8	47.5	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	35	100	33.3	51.5	15.2	66.7	69	67.9
Socio-Economic Status								
Subsided meals	106	100	43.8	45.8	10.4	56.3	63.9	62.1

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	166	97.6	55.7	32.2	12.1	44.3	72.9	70.2	95.6	96.5
Gender										
Male	91	95.6	70.4	19.8	9.9	29.6	66.4	63.2	95.1	96.4
Female	75	100	38.2	47.1	14.7	61.8	79.7	77.5	96.1	96.5
Racial/Ethnic Group										
White	40	100	43.2	40.5	16.2	56.8	80.5	79.1	93.7	96.3
African American	63	96.8	62.5	23.2	14.3	37.5	57.1	57.6	95.9	96.5
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	87.3	86.2	91.7	97.6
Hispanic	61	96.7	57.4	35.2	7.4	42.6	61.3	62.6	96.9	96.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	71.8	68.7	95	95.2
Disability Status										
Disabled	26	92.3	N/AV	N/AV	N/AV	9.1	28.4	26.1	93.9	95.4
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	92.4
English Proficiency										
Limited English Proficient	49	98	63	30.4	6.5	37	60.5	61.2	97.2	97.2
Socio-Economic Status										
Subsidized meals	160	98.1	56.5	31.3	12.2	43.5	58.8	58.9	95.6	95.8

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	50	100	45.2	33.3	21.4	54.8
	4	55	98.2	60	36	4	40
	5	55	100	40.7	50	9.3	59.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	50	100	42.9	38.1	19	57.1
	4	55	100	48	40	12	52
	5	55	100	46.3	38.9	14.8	53.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	25	100	57.1	38.1	4.8	42.9
	4	55	100	56	42	2	44
	5	28	100	N/AV	N/AV	N/AV	42.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	25	100	28.6	52.4	19	71.4
	4	55	100	48	46	6	52
	5	27	100	46.2	38.5	15.4	53.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	52	96.2	48.8	27.9	23.3	51.2
	4	57	98.3	64.7	29.4	5.9	35.3
	5	57	98.3	52.7	38.2	9.1	47.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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